The Effects of Metacognitive Learning Strategy in Writing Enhancement of English Students

Nazli Tyfekçi

University of Gjakova "FEHMI AGANI"

nazlityfekqi@gmail.com

Erenik DUJAKA

University of Gjakova "FEHMI AGANI"

ABSTRACT

This study investigates the effectiveness of metacognitive learning strategy in writing enhancement of English language and literature students in Kosovo. The research examined students' metacognitive knowledge and regulation about their priorities regarding drafting, planning, organizing, summarizing, composing, reviewing and later on evaluation. Divided into two phases to first measure their awareness towards metacognition, and then to evaluate their capability in composition through learning strategies, the results of the research suggest that, contrary to the traditional view, in Kosovo, that places its importance on the teacher and not the student, the experimental participants proved that by utilizing metacognitive learning strategy enhances their writing efficiency and effectiveness. Findings also suggest that students' attitude towards new and modern learning strategies is potently positive and welcoming.

Keywords: metacognition, learning strategies, English language, MAI, advanced.

1. Introduction

According to Nunan (1999), writing is the most challenging skill for all language learners. It, as Nunan (1999) asserts, does not develop naturally. The demanding nature of writing is attributable to the fact that it requires complicated cognitive, metacognitive and linguistic skills and strategies (Peregoy&Boyle, 2005) that help transpire it do the desired levels. Hence, the

ability to produce a coherent piece of writing, simply does not develop by itself. It needs to be deliberately taught and learned from time to time. The reason for this is that writing is not an automatic process that happens overnight. Rather, it is a complex process that needs a skill from the moment a writer starts to think about what to write until the written text is produced (Richards, 1990).

In the current years, composition (writing) strategies has been one of the major research subjects in linguistics. Particular attention was given to cognitive aspects of writing, as Flower and Hayes (1981) have attempted to understand the thought processes underlying the compositions of students According to these two researchers, writing skill requires composing, which implies the ability either to tell or retell chunks of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Then, it considered as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one end to the more complex act of composing on the other end. So, based on Flower and Hayes model, composition is primarily viewed as a problem-solving action. In this model, problem-solving implies that the writer needs to handle the progressing issue of formulating, organizing and producing the text on its own. Simply put, the objective for a writer is the act of composing the text for which he has to set goals and find a solution. As such, in the light of Flower and Hayes' model, writers need to continually settle on choices regarding their cognitive resources. This requires the utilization of a higher order process which appears to control cognitive processing. Along these lines, in spite of the fact that not unequivocally expressed in the model, the model plays the role of metacognitive learning strategy.

This study reveals the impact and influence that metacognitive learning strategies have on writing development, disregarding the division between novice or students struggling with writing and expert or skilled students in writing. It should be noted that due to time and resource management restrictions, the study is only focused in Gjakova, specifically in University of Gjakova. This paper also indicates the significant importance of new trends in education. Recently, almost all contemporary frameworks of proficient writing skill acknowledge the role of metacognition processes explicitly. By shining a light in three main metacognitive learning strategies in writing, this study develops a critical idea of this trend.

The structure of this study contains insight of metacognitive mechanism and its exponential usage in modern education and linguistic. The first chapter elaborates on previous studies of other renowned linguistics and psychologists of last century. It introduces definitions and samples of Flawell, Zimmerman and Reisemberg, and Schraw. The study also contains theoretical background of writing skill and other compositional structures. Three forms of knowledge contributing in metacognitive regulation, are also elaborated, in order to assert a bodywork for understanding metacognition. Following theoretical background of the first chapter, the second chapter indicate the research questions and the methodology used for conducting this study. This chapter, following APA guidelines, also mentions participants, instruments of the study and procedures, since it is the main aspect of the study. The third chapter displays results and discussions, divided into two phases, according to the nature of the study. Again, following APA guideline, research tables are used to analyze the results. The final chapter (fourth) serves as a recapitulation of the whole research and gives recommendation on how to improve and enhance the quality of composition.

2. Literature review - Metacognition

One of the recurring problems of "metacognition" is the confusion with its abstract concept that it introduces and with its constituents. According to Klein's Comprehensive Etymological Dictionary of The English Language the word 'meta' is characterized as a preposition of a Greek origin with few implications, for example, 'after', 'along with', 'behind' or 'beyond'. If the prefix is added to the name of a subject, the meaning of the original subject is designated at a more theoretical or higher degree. The word metacognition has been defined in many different ways over last decades. The first original definition was created in the late 1970s by John Flawell, a founder of social cognitive developmental psychology, as "cognition about cognitive phenomena" or "thinking about thinking" Metacognition is frequently characterized as cognition about cognition, essentially thought about the thought. Metacognition refers to one's knowledge of their cognitive process and products and anything that is related to them, such as learning organization of information (Flavell, 1979). Briefly, metacognition refers to a person's awareness of their capability and level of their knowledge. In education, it has to do with students' awareness of their actual capability of understanding a certain topic.

Flavell (1979) refers to a person's correct knowledge as the inter-relation between the person, task and strategy, which he coined it as metacognitive knowledge. For example, a student may think that he (person) is good at biology (task), therefore he does not put too much emphasis in making assignments (strategy). On the other hand, researchers such as Schraw (1995), allude that, the concept of metacognitive knowledge is just declarative knowledge, which he deduced that this theory may undermine students' competence. Thus, metacognitive knowledge poorly reflects learning capabilities because a large amount of this knowledge is embedded in one's belief system, which they are often considered personal and subjective. One of the components of metacognitive knowledge is metamemory. Metamemory refers to one's awareness of his/her memory processes. It has gained exponential attention during 1970s, with Flavell's theory of metacognition and the recent studies on theory of mind. The second component of metacognition is conditional knowledge, which, as opposed to declarative knowledge, it refers to the awareness of one's metacognitive strategy of when to apply it and to what purpose. For instance, a bad learner usually does not know which metacognitive strategy to choose or when to employ a specific strategy.

Metacognition is a form of cognition and a high-level thinking process that involves active control over cognitive processes. Also, it is considered as the "seventh sense" and one of the mental characteristics that successful learners possess. The model of metacognition strategy has been perceived as having a significant effect in learning, and education, in general. Studies have contended that learners that are metacognitive aware can monitor, adapt and control their learning effectivity and exponentially have control over their problem-solving skills.

Metacognitive strategies for learners can deliberate as they vary from subject, domain or task. Strategies on reading a text for academic purposes, for instance, require reading the title and subheadings, skimming and scanning the text to get a general overview, activating factual knowledge, setting goals and limits for reading and getting a general idea of text expectations. Or, during problem-solving task, a learner should read the problem stated, actualize factual knowledge, set goals, make a representation of the problem (chart flow or drawings are often employed) and envision an outcome by expectations. These two instances follow a certain pattern that encompasses every metacognitive strategy. They systematically follow the scheme of task performance, planning, monitoring, and time management.

There should be a clear distinction between metacognitive knowledge and metacognitive skills. While the first one deals with one's factual knowledge about learning strategies and person, task and strategy characteristics, the latter deals with self-regulative task strategies which are active during learning and problem solving.

3. Writing Skills

Though extensively researched upon, writing skill rarely gets defined by researchers. Multiple researches investigated writing skill in different angles, concerned from influences on writing to elements of writing, but few provided a clear-cut definition and often it was left implied in-between.

Langan (2013), undoubtedly, argued that writing, as a skill, can and should be forged through determination and patience. According to him, many students, especially EFL students, undermine themselves into thinking that writing is a "natural talent/gift", and, as such, they do not have this "gift" or they fear that it is hard to master. Writing is not an automatic process, it is not something that is calculated and factual. Generally, writing skills are categorized into two broad groups: basic skills and advanced skills. On the contrary, a lot of other skills contribute to properly developed writing skill, such as, good handwriting, spelling, content, organization, language use and language mechanics.

O'Neill, et al (2009) viewed writing skill in the historical context, implying that writing is crucial to college entrance examination because it assesses all the fields of a language. He, then, claimed that students undergoing a writing examination are prone to complications as the knowledge that they are "being tested on their skills, abilities and attributes, how these relate to the composition curriculum and course structure, how the construct is distinct from other constructs (e.g., the ability to compose an essay versus the ability to read the prompt) and what other factors maybe influencing the student's performance of the test (e.g., time allowed for the test or writing in longhand instead of on a computer, when the test is given." (O'Neill et.al, page 49) While this applies to the whole, generalized group of students', it should be noted that there are other individual circumstances, like the medium, audience, environment or instructions given.

Although Brown (1989) gives a distinct chart of 3 stages of writing process:

1. Preparing to write   2. Writing   3. Revising

, she goes further to expand that the process is extremely more dynamic and complex, and that there is not ultimate framework to the process. She suggests that imposing questions such as who, why and what, regarding the reader, are determinants to a successful writing process.

Nowadays, students that struggle with writing and adults that do now engage in active writing, are at significant disadvantage. By the time a learner passes the elementary school system, writing skill becomes a tool for expressing his/her ideas and a tool for showing how much he has learned. Thus, writing is crucial to preserving, gathering and transmitting information, making ideas promptly accessible for assessment, and advancing in personal development. Subsequently, students that exhibit poor writing skills, fail to realize their personal, academic and educational potential. A research done by National Assessment of Educational Progress by the US, in 2003, showed that during 1998 and 2002, students of 8th and 12th grade lacked the mastery of composition. From statistics of this survey, only 25% of the sample was categorized as competent writer, thus, alluding that the majority of US students find writing challenging. Every author that has researched on the area of writing has considered that writing is a complex process and that is bound to other language and cognitive domains. Writing, as a skill, exhibit two major problems in EFL teaching environments; that of, motivation and assessment. Researchers that has been occupied in the field of composition has been plagued with the dilemma of student motivation and how the skills come together to compose the writing task. One of the writers demonstrating high proficiency in metacognitive strategies in writing (conscious planning, monitoring and evaluating) is Irving Wallace. He indicated this proficiency by recording the number of written pages of every day, producing a specific chart for his daily progress, creating outlines for the scenes and characters and scheming story problems that need elaborated attention and addition, making revisions and even, re-reading the entire manuscript. (Wallace, 1977)

4. Metacognitive awareness in writing

Writing consists of a wide scope of skills intertwined to achieve the final outcome. These are comprised of linguistic and semantic knowledge (such as vocabulary, language structure and content structure), content knowledge and vital understanding (such as

arrangement of pertinent data). As stated by Oxford studies (2011) students who unequivocally know about their own learning process and what makes it viable, perform better and learn more. The study also discovered that peer collaboration prompts an improvement of students' understanding and a general development of their writing capabilities. These researches additionally recommend that enacting the reader's cognition processes is advantageous to the promotion of students' argumentative and organizational skills.

Moreover, metacognitive skills are applied in a wider array than just in schools or professional career; they are used throughout learners' whole life. This is the reason why metacognitive learning strategy plays a significant role in the process of foreign language acquisition and learning.

First, in metacognition, a student is aware that he has to write and he has the knowledge to consider himself a writer, which encompasses other aspects such as, experience – a student recollects factual memories of previous writing forms that he/she employed (un)successfully, motivation – which form and elements, he/she feels comfortable to use, and so on. After establishing his/her status as a writer, the knowledge of writing prompt takes hold. This knowledge encompasses planning, organization, mechanics and specific strategies on how to persuade audience or even developing a thorough tone.

Later we will be mentioning three forms of metacognitive knowledge, but for the sake of gradient literature review leveling, the notions of three forms will be used as of now. During this task, the student during a writing task activates declarative knowledge by being aware of his/her own affect, or, in other words, their motivation to complete the task given, self-efficiency and how these self-actualizing processes affect and influence his/her writing. On the other hand, procedural knowledge on writing tasks help a student applying declarative knowledge practically and reaching its expectations on the task. This is achieved by optimizing the usage of certain writing strategy and writer's general knowledge on forms, strategies and skills that he/she knows and needs. Lastly, conditional knowledge enables when, where and why to use the above-mentioned knowledge. During this decisive phase, the writes determines which skills, strategies and forms, out of all the alternatives that come before drafting, is needed and is fit to accomplish the writing task.

The researchers, Zimmerman and Reisemberg (1997) suggested that metacognition in writing processes is regulated by ten different processes:

1. Environmental structuring   Belonging to the self-regulative environmental processes, environmental structuring deals with organizing and creating efficient writing setting.

2. Self-efficacy models   It belongs to the same group process as the first one, and it is the source of writer's skill and knowledge of writing task. For instance, writers may appeal to learn from a specific style of writing or text.

3. Self-monitoring   Self-monitoring writer's own performance belongs to behavioral processes group. It encompasses elements such as, recording sections that he/she has completed writing, recording number of pages that he/she has written, and so on.

4. Self-consequences   As the notion states, this process actualizes the writer into evaluating himself. For instance, formulating a system of punishing his/her poor performance for not meeting the goal, or rewarding it.

5. Self-verbalization   Belonging to behavioral processes group, self-verbalization serves as a tool to evaluate and help a writer. Reading the source text aloud in order to assist on task-completion.

6. Time management   It belongs to personal processes group, this process plans and estimates the time needed to complete a written task.

7. Goal setting   Goal setting includes envisioning quality and characteristics of the written outcome, specifying the expectations set beforehand, specifying resources needed while writing, and so on.

8. Self-evaluative standards   Self-evaluative standards is pretty explanatory. It is the process that sets certain standards such as, setting criteria for personal satisfaction or professional requirement.

9. Cognitive strategies   Cognitive strategies are strategies that organize, transform or produce written outcome.

10. Mental imagery in order to establish a potent written outcome, writers undergo mental imagery, to facilitate a vivid imagery of characters or setting.

Metacognition gained popularity in research during the second part of the twentieth century, though metacognition in writing still remains an unexplored territory in linguistics. One of the

most prominent research done in the effect of metacognition in writing is examined by Hayes and Flower (1980). Their model on writing, which we elaborated briefly above in the introduction section, is concise and as such, it paved the way for researching in this field.

During late 80s, researchers Bereiter and Scardamalia (1987) yet another complex model in writing, transpired by Hayes and Flower model. They research wanted to examine closely on the far-end differences in novice and expert writers. Interested in investigating processes that two groups used, they established a writing model that comprises of four main phases:

1.   Mental representation of the written task,

2.   Goal setting and analysis of the problem,

3.   Problem translation; and,

4.   Knowledge telling.

According to this research, expert writers undergo all the phases, while novice writers only translate general content knowledge (in other words, the knowledge that the writer possesses on the certain topic) to discourse knowledge (knowledge possessed about the type of the text needed to be produced.) Improvising from novice writers but mastering from expert writers, Bereiter and Scardamalia formulated a new model of writing, based on how these two groups transformed knowledge.

The knowledge transforming model involves planning the written outcome rhetorical (style, audience), communicative (scope of outcome), and pragmatic (environment and time of writing) restrictions. As following, first a mental representation is developed, then the writer engages on analyzing the problem/task and goal setting, in order to determine what, how and who to say it to. Enclosed by these processes, the writer transforms the knowledge about what they envisioned on saying through goal setting and rhetorical planning – content knowledge, and, on the other hand, the knowledge on their audience and how to present it – discourse knowledge.

5. Metacognitive learning strategy

According to Centre for Innovation and Excellence in Learning, and based on Flawell's theory of metacognition, there are two simultaneous activities happening when a student engages on learning. Though usually unaware of these processes, students undergo through these activities: one called knowledge of cognition and the other, regulation of cognition. Knowledge of

cognition engulfs items such as awareness of factors that directly influence the output of learning, knowing and understanding that there are different strategies used for learning and choosing the appropriate strategy for the specific learning situation, in order to improve themselves.

On the other hand, regulation of cognition deals with other items, right after the learners' awareness of their cognition. These items are, for example, setting goals and planning, monitoring and controlling learning and evaluating own regulation, in other words, assessing if the strategy that they chose to learn is the one that fits the learning situation. Evaluating the learning strategy also means making adjustments to the strategy or scraping it completely, and trying something different.

In 1994, two psychological researchers, Schraw and Dennison complied a self-assessment test called Metacognitive Awareness Inventory (MAI) for the purpose to bring awareness of metacognitive knowledge and regulation to adult learners. The sole concept of MAI is to enable individuals to better manage their cognitive skills and to determine their weaknesses that can be corrected by constructing new cognitive skills. The test has fifty-two (52) statements with True/False evaluation that are further divided into seven (7) categories: Declarative Knowledge, Procedural Knowledge, Conditional Knowledge (all three belonging to knowledge of cognition); then, Planning, Information Management Strategies, Comprehension Monitoring, debugging strategies and Evaluation (the latter five belonging to regulation of cognition). Through this test, along with other previous researchers, they found out that the test was a strong indication of these two factors. Furthermore, they found out that knowledge of cognition is significantly more easily improved than regulation of cognition, reason being the lack of the chance to practice learning strategies outside of the classroom experience and they constantly need teaching strategies provided by the teachers, which as noted, cannot be used always outside of the classroom.

Declarative Knowledge

Declarative Knowledge deals with factual knowledge that students possess in order to critically think regarding the specific tasks or topics. Statements like "I know what kind of information is most important to lean." Or "I have control over how well I learn." are used to assess this

item. Declarative Knowledge also helps with measuring students' skills, intellectual resources and abilities as a learner. Declarative knowledge also refers to the knowledge related to skills and strategies needed to effectively finish a task.

Recently, researchers have included one's understanding affective state, such as, motivation, in declarative knowledge. With other words, declarative knowledge engulfs self-actualization, one's task capability and strategies applicable to the task. These certain strategies also "involves awareness of one's strengths and weaknesses with regard to a task, as well as other affective dimensions such as self-efficacy and motivation." (Waters, p.228) Also, it is important to note that "writers understand their levels of proficiency with respect to various forms of writing as well as compositional processes…. Their environmental preferences, their attitudes toward writing, their levels of writing self-efficacy, and their writing motivation.".

Procedural Knowledge

Procedural Knowledge is more practical item, in the sense that, it measures the applicability of knowledge acquired for the purpose of completing a task or strategy. This is that kind of knowledge that is defined as "how to do it." Statements like "I try to use strategies that have worked in the past." Or "I am aware of what strategies I use when I study" are used to maintain this knowledge. There are only 4 statements regarding this knowledge because it requires a direct assessment of one's knowledge. In addition, Procedural Knowledge assesses one's curiosity and capability to acquire and discover new information. It requires students to assess themselves when to understand that which strategy they're using to learn is working as well as when to apply a new strategy in the rise of a different situation or task.

According to Waters (2010), examples of procedural knowledge within the writing context includes planning strategies, like outlining, brainstorming, drafting, arguing and detailing in specific essays (argumentative and persuasive essays). Referencing Wong (1999), Waters argues that spelling, grammar, handwriting, sentence construction and punctuation, belong to lower order cognitive skills and as such, they do not affect the realm of procedural knowledge.

Conditional Knowledge

Conditional Knowledge plays the significant role of determining when to transfer the skill or strategy, depending on the situation or task. It is the knowledge about "when" or "why" to use a specific learning strategy. MIA tests this knowledge with statements like "I can motivate myself to learn when I need to." or "I know when each strategy I use will be most effective." Conditional Knowledge, as the notion suggests, is the knowledge one obtains through stimulation. This way, it merges the applicability of both, Declarative and Procedural Knowledge, with certain conditions presented.

Mastering and coordination these three forms of knowledge differentiate between learners due to other variables such as age, motivation and experience. Effective learning strategies depend on successfully engaging declarative, procedural and conditional knowledge, especially in writing.

Planning

Planning, belonging to regulation of cognition, assesses one's goal setting, planning and allocating focus priority prior to learning. It is assess by statements, such as, "I set specific goals before I begin a task" or "I think of several ways to solve a problem and choose the best one."

Information Management Strategies

This item deals with selecting the appropriate manner of processing information and other useful resources prior to learning. Organizing, summarizing, elaborating, and selective focusing are considered manners of processing information and they are assessed by statements as follows: "I create my own examples to make information more meaningful." Or "I ask myself if what I'm reading is related to what I already know."

Comprehension Monitoring

Simply put, it assesses one's learning strategy use. Statements like "I periodically review to help me understand important relationships." or "I ask myself if I have considered all options when solving a problem." are considered crucial on measuring one's comprehension monitoring.

Debugging Strategies

Debugging strategies are a group of strategies used to correct comprehension and performance errors. "I re-evaluate my assumptions when I get confused." Or "I stop and go back over new information that is not clear." are statements that help us clarify the appropriate debugging strategy.

Evaluation

Lastly, Evaluation helps the regulation of cognition through analyzing the performance and strategy effectiveness after the learning session. In order to assess this item, statements as "I ask myself how well I accomplish my goals once I'm finished." Or "I ask myself if I learned as much as I could have once I finish a task." are used.

6. Research Methodology - Research Questions

This research is primarily aimed at answering these questions:

Is there any enhancement in writing when using metacognitive learning strategy?

Is there an effect by undergoing this procedure overtime?

What is the attitude of the students toward metacognition learning strategy?

7. Participants

The study involved 26 students majoring English Language and Literature in University of Gjakova. All of the participants were chosen randomly, disregarding their GPA, sexuality, age, race, religion or any other variable since it does not correlate and it does not impact the study directly. Two groups of 13 students were proportionally divided, one experimental and one controlled. Most of the students selected were seniors, meaning that the study sample's English proficiency level ranged from intermediate to advance. The reason for choosing students majoring only in UGJ was that the researcher could not have access, means and time to access other institutions.

8. Instruments of the Study

The Metacognitive Awareness Inventory (MAI) from Harford Community College, with slight modifications, was employed as the first instrument handed out to the experimental group. This instrument was utilized to collect the data needed to find answers to the research questions, especially the first one. The test consisted of 52 True/False type items divided in 8 categories (as explained earlier in Literature Review). The questions were all mixed in the final edition of the survey in order to prevent testees' guessing and only the researcher had the access to the categorization of the questions. Another instrument was administered to test the writing skills of both groups, experimental and controlled one. The test chosen was chosen according to J.B. Heaton (1975) "Longman Handbooks for Language Teachers. The researcher chose type 3 of testing writing skills, meaning that the testees had to read a letter carefully and then write a reply to the same letter. The task chosen can be very useful in providing a basis for the most basic composition work, because students have to demonstrate their ability to change the form of the text from one mode to another. The tests were assessed by the same examiner, the researcher.

 Procedures

        After randomly selecting the participants and diving them into two groups, the study comprises of two phases. In the first phase, 13 students majoring in English Language and Literature, belonging to experimental group, were asked to be administered MAI test, in order to examine their metacognitive knowledge and regulation of writing strategy use. After three days of administering this test to the experimental group, both groups were called, at the same time, in UGJ, in order to initiate the second phase of the research. In the second phase, the participants had to partake a composition test, administered at the same time. Both were given the same instructions by the examiner, Erenik. After this phase, the examiners had to score the students' writing on a banding system scale employed in US. It should be mentioned that the researchers focused on this rating scale that assessed content, organization, vocabulary, language use and mechanics. The impression method was used to evaluate the examination. Also, the researchers decided that there should be a cap between how many words should the

composition have. The participants had to write no more than 150 words, where the maximum writing score was 50 (0 to 10 for each category assessed).

9. **Results and Discussions**

Phase I: Metacognitive Awareness Inventory (MAI) tables and results

Since MAI is divided into 8 categories, each category has a certain number of statements. Also, since the test is a True/False test, in order to measure the results, a score of 0 for False and 1 for True was employed for each category, as seen below:

TABLE I: Declarative Knowledge

Participants (Experimental group)	13
Number of questions	8
Mean	4.76

Results of Table I indicate that the participants partially agree on the importance on their declarative knowledge, being part of their learning strategy, hence metacognitive knowledge.

TABLE II: Procedural Knowledge

Participants (Experimental group)	13
Number of questions	4
Mean	1.92

The results of Table II show a concerning view of UGj students' unwillingness to apply their knowledge for the purpose of completing the task or process. Though having a small pool of resources (only 4 questions for this item), the results are drastically a reflection of how we do not implement learning strategies, especially metacognitive one.

TABLE III: Conditional Knowledge

Participants (Experimental group)	13

Number of questions	5
Mean	3

Contrary to the Procedural Knowledge, the participants showed an exponential response towards Conditional one. Through these results, the participants know when to use the appropriate learning strategy, including metacognitive one.

TABLE IV: Planning

Participants (Experimental group)	13
Number of questions	7
Mean	3.30

Same as with Procedural Knowledge, the participants lack the regulation of cognition. They show weak response and desire for planning, goal setting and problem-solving.

TABLE V: Information Management Strategies

Participants (Experimental group)	13
Number of questions	10
Mean	4.84

The results for IMS show a positive response towards data processing. By this, we understand that the participants are somewhat great at organizing, elaborating and summarizing the certain tasks given. The results have certainly been reflected on the phase two of the research.

TABLE VI: Comprehension Monitoring

Participants (Experimental group)	13
Number of questions	7
Mean	1.76

Since Planning and Comprehension Monitoring, are two items of regulation of cognition, that stand interchangeably, the results prove that too. The participants prove that they are not capable of assessing their learning strategy use.

TABLE VII: Debugging Strategies

Participants (Experimental group)	13
Number of questions	5
Mean	3.07

When it comes to debugging strategies, the participants show a tendency of improvement. They can spot the errors of their comprehension and composition, even though they cannot assess their learning style.

TABLE VIII: Evaluation

Participants (Experimental group)	13
Number of questions	6
Mean	4.53

Though a bit biased by their some psychological biases and self-assessment procedure, the results for evaluation after a learning session are very promising. The participants show a prominent view that they can reflect and analyze the learning strategy effectiveness after the learning session.

TABLE IX: Overall results of experimental and controlled groups in composition

	Number of participants	Individual Score	Overall Score	Mean
Experimental group	13	50	344	26.46
Controlled group	13	50	271	20.84

The results of the phase two clearly show vond prove our research question: yes, there is a positive effect in writing enhancement if students or learners, in general, employ metacognitive

learning strategy. According to the statistical analysis, experimental group, that had their metacognitive awareness evaluated, performed slightly better (17%) than controlled group that was not evaluated by MAI.

10. Conclusion and recommendations

As noted earlier, research in writing still continues to impact, seize and expand, not only in teaching, but in learning as well. Although a significant research is done in metacognition impact on linguistics and education, activities regarding writing are left aside, due to a numerous implication imposed during the process or writing, as elaborated earlier, in literature review.

The problem with metacognition strategy in writing arises when this strategy is merged with writing strategies, diluting the line between those two, therefore becoming subconscious to a writer, as an automation process that is understood "between-the-lines". This debate of whether writing assignments trigger metacognition or if there is a subconscious undertone to it, has got researchers of this decade divided. Simply put, the core of this research made the distinction between metacognitive strategies in writing enhancement as an automatic cognitive process, i.e. a *skill* and deliberate process, i.e. a *strategy*.

This study examined the effectiveness of metacognitive learning strategy in English students in Kosovo. Based on Schraw and Dennison's Metacognitive Awareness Inventory and Heaton's composition test type to collect the data needed for examination, the researchers found that among the 8 categories of metacognitive learning strategy, the most effective one, by its mean, is clearly debugging strategy (with mean of 3.07 out of 5). Thus, it can be inferred for this research that English students lack metacognitive skills but they pervade it with data resourcefulness and error spotting analysis. They can easily spot an error and correct it by using strategies for comprehension and learning performance.

A concerning issue is distinctly noticed when we run data analysis. Students seem to not cope with new trends of learning strategies and when to shift to another one when needed. We found that the experimental group performed better because we, in the role of facilitators, teachers

and examiners, instilled in them the idea and notion of metacognitive learning strategy, and not only that, but learning strategies in general.

On the other hand, the lowest mean from the research of the phase one, undoubtedly is comprehension monitoring. This may be due to lack of necessary information regarding metacognition and learning strategies. It seems like our educational system does not put emphasis in developing students as individuals, focusing on their learning style and enhancing them.

Another issue worth noticing is the fact that the controlled group was unaware of metacognition of the experimental group. While the experimental group paid attention, and were aware of the role of organization, punctuation and other language use, hardly anyone from the controlled group paid attention to such issues and importance. Most of them were only interested in correcting common grammatical errors.

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